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## 2W.4: LESSON PLAN

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<b>Title</b>	<b>Identity Mapping</b>
<b>Subject</b>	Writing
<b>Grade Level</b>	6-12
<b>Time</b>	60 minutes
<b>Purpose</b>	After a virtual fresco tour, students reflect on the fresco as an identity map. Using their "I am..." poem, students create their own identity map to reflect on their own experiences and histories.
<b>Key Questions</b>	<ol style="list-style-type: none"><li>1. As a leader, what is the importance of recognizing our own story and our own identity?</li><li>2. How does knowing yourself help you advocate for your community?</li></ol>
<b>Values</b>	Identity, Belonging, Advocacy
<b>Materials &amp; Resources</b>	Virtual tour of the fresco; Handout 1 "I am..." poem prompt; 10" diameter circles cut out of poster paper or cardstock; materials for identity maps (old magazines, newspapers, print out of fresco images, markers, colored pencils, etc.)
<b>Activities</b>	<ol style="list-style-type: none"><li>1. Before beginning this lesson, keep in mind, Identity-mapping as an activity is inspired by indigenous leaders reclaiming once colonial notions of place. For more information and a list of sources, see the <b>Notes</b> section of this lesson plan.</li><li>2. Print Handout #1 or ask students to copy the poem prompt from the whiteboard. This poem is meant to guide students to reflect on their experiences and background. Lead students through a virtual tour of the fresco. Ask students, What do you think <i>Mundos de Mestizaje</i> means?</li><li>3. Guide students through a virtual tour of the fresco. Draw students' attention toward the cyclical, non-linear nature of the images in the fresco. Ask: What do you notice about the images in the fresco?</li></ol>

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4. For the next activity, we will think of *Mundos de Mestizaje* as a kind of identity map. Discuss with students: A circle is used as the base of the identity map activity to represent how the things that we've experienced, and those things that make us who we are, don't end once the experience ends. Our lived experiences shape who we are and may impact the decisions or feelings we have today.
  5. Give students time to fill in their identity map using the materials you provide. Write the key questions on the board for students to ponder while they work.
  6. Finally, as an exit slip, ask students to write a paragraph answering the key questions, relating this activity to leadership and identity.

**Evaluation/Assessment**

Share results of the lesson with the NHCC; formative and summative assessment (e.g. [Edutopia](#); [CRLT](#)); state assessment tools.

**Handout**

**HANDOUT 1**

*I am... Poem*

I am from

\_\_\_\_\_

(Place, memory, or noun)

\_\_\_\_\_

(Add more description)

\_\_\_\_\_

(Add more description)

I hope to be

\_\_\_\_\_

(Anything!)

*Example 1:*

I am from dusty roads,  
potatoes and rez dogs  
I hope to be a good ancestor.

*Example 2:*

I am from yellow walls,  
my brother upstairs in a big city  
I hope to be heard/found/stronger



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## Notes

I Am From Project, "One Way to Lead a Group in Writing 'Where I'm From' Poems"

<https://iamfromproject.com/resources/>

Laura Harjo "Tools for Emergence Geographies, Map Biography: Memory and Sense of Place," Spiral to the Stars, Mvskoke Tools of Futurity (2019)

<https://uapress.arizona.edu/book/spiral-to-the-stars>

Teach Indigenous, "Identity-mapping"

<https://teachik.com/identity-mapping/>

Facing History and Ourselves, "Identity Charts"

<https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts>

Portland State University, "Social Identity Mapping"

<https://www.pdx.edu/diversity-espanol/social-identity-mapping>

ThoughtCo., "Understanding Social Identity Theory and Its Impact on Behavior"

<https://www.thoughtco.com/social-identity-theory-4174315>

Center for Creative Leadership, "Social Identity Mapping"

<https://www.countyhealthrankings.org/sites/default/files/resources/Social%20Identity%20Mapping.pdf>

